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ABSTRACT

This curriculum was developed by a coalition of business and educational organizations, Project Workplace Literacy Partners in Chicago, to provide beginning workplace literacy instruction. The basic core curriculum is adaptable for use in a variety of workplace settings and in both job-specific and general work skills courses. The curriculum provides a resource list of competencies and a framework for instructional units from which teachers can develop a lesson plan. Content covers seven language use contexts, including: job performance; clarification/verification; work schedule/time sheet/paychecks; safety; general work-related interaction; social language; and general company language. Within each of these seven topic areas is a list of competencies and instructional units, which outline lesson content. Each instructional unit includes the following: the target competency; descriptions of one or two related situations; materials; vocabulary; grammatical structures for incorporation into learning activities; examples of spoken conversations or excerpts, with possible adaptations; and company-specific materials from actual worksites. A sample competency checklist and achievement test are appended. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

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PROJECT WORKPLACE LITERACY PARTNERS IN CHICAGO

WORKPLACE LITERACY CORE CURRICULUM

for

BEGINNING ESL STUDENTS

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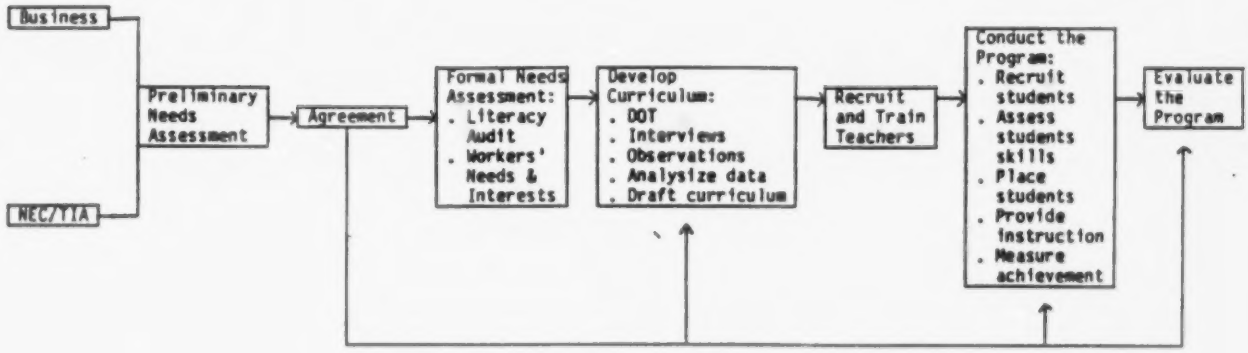
INTRODUCTION

Project Workplace Literacy Partners in Chicago was funded by the U.S. Department of Education to provide workplace literacy instruction. The educational partners in the project were Northwest Educational Cooperative and Travelers and Immigrants Aid of Chicago. The business partners were Bretford Manufacturing Company, Denoyer-Geppert Science Company, Integrity Uniform, and Magid Glove Company. The project provided workplace literacy instruction to 323 Limited English Proficient workers in 33 courses. The number of class slots totaled 501.

The model for the project emphasized a collaborative effort between the business and educational partners at all stages. Major activities included a preliminary needs assessment in preparation of the proposal and upon being funded, the project conducted comprehensive needs assessments/literacy audits, developed curriculum, hired and trained teachers, recruited students, assessed students, provided a variety of workplace literacy ESL classes, measured student achievement, and evaluated the project. The actual model is shown below.



The project offered four basic types of courses, each lasting 36 contact hours. Instruction was provided in a classroom setting with groups ranging from 7 - 15 students. Classes usually met two times a week for 1 1/2 or 2 hours a session. At one site, classes met one hour a week, four times a week. While this schedule is not recommended, it was necessary due to time and space constraints. The specific courses offered by the project were:

Job-Specific ESL Course. Such a course addressed the needs of a specific category of worker, such as sewers, painters, or machine operators. The primary goal was to teach the necessary basic skills to perform the target job.

General Workskills ESL Course. This course was for workers who had adequate job skills for performing their jobs but who lacked necessary information about the company or about other employment opportunities for promotion or lateral transfer. The goal of this course was for the learners to be able to describe the company and its products, identify the types and functions of the departments, read the company catalog and general employee information, and describe the various positions and tasks within the company.

Special Upgrading ESL Course. This course was for workers who were targeted for promotion because of a variety of reasons (good work record, seniority, leadership qualities, etc.) but who needed to improve their language skills.

Life Skills ESL. This course was for employees with such a low level of English proficiency that they were unable to function independently in the community.

Curriculum Overview

The project utilized a competency-based approach which is defined as a *"performance-based process leading to a demonstrated mastery of basic and life skills necessary for the individual to function proficiently in society. The instructional content focuses on the application of basic skills to life skill/role competencies as determined by an assessment of the learner's needs, goals, and abilities."* (Mainstream English language Training Resource Package, Health and Human Services, 1985). This approach combined the needs of the learners with the needs of the workplace, provided a functional context for learning of the basic skills, evaluated learning in terms of application to the job, and provided a system for program accountability.

The project focused on the development of a core workplace curriculum which could be **adapted** for use in a variety of manufacturing settings and in both Job-Specific and General Workskills courses. It is important to note the word *"adapted"* - the intent of the core curriculum was to provide a resource list of competencies and a core framework for instructional units from which the teacher could develop a lesson plan specific to the needs of the class.

Another important feature of this curriculum is that it is directed toward the beginning level ESL student (MELT Student Performance Level I-III). The project focused on this level because the majority of the learners at the four sites were at this level, they had the greatest needs, and there was little research or few materials available.

The process for developing this core curriculum included: reviewing the results of the on-site literacy audits, comparing the audit results across sites to identify commonalities, reviewing available workplace research and instructional materials, and developing a core list of competencies. Project staff then field-tested these competencies to determine appropriateness and relevance. The revised list of competencies is found in this document.

Curriculum Content

The curriculum contains seven topics. A topic refers to the context in which the language is used. The topics identified by the project include:

1. Job Performance (JP)
2. Clarification/Verification (CV)
3. Work Schedule/Time Sheet/Paychecks (WTP)
4. Safety (S)
5. General Work Related (GWR)
6. Social Language (SL)
7. General Company (GC)

Within each topic is a list of competencies and instructional units. An instructional unit outlines the content of a lesson plan. In each instructional unit in this document are found:

1. **Competency** - The target competency is listed. The topic is indicated by the initial abbreviation.

2. **Situation** - One or two situations are described. They can provide the context for the lesson.

3. **Materials** - The most important materials are those which are actually used in the workplace. Suggestions for those materials are listed. In addition, the project used several published texts and referenced them in the instructional units. These are:
   A New Start. Linda Mrowicki and Peter Furnborough. Portsmouth, NH: Heinemann Educational Books, 1982.
   Let's Work Safely. Linda Mrowicki. Palatine, IL: Linmore Publishing, 1984.
   Speaking Up At Work. Catherine Robinson and Jenise Rowecamp. New York: Oxford University Press, 1985.
   Your First Job. D.W. Prince and Julia Gage. Englewood Cliffs, NJ: Prentice-Hall, 1986.

4. **Vocabulary** - Whenever possible, categories of vocabulary have been listed. A category allows for flexibility for the teacher to select specific words for the workplace. When common idiomatic or high frequency words were found important at several sites, these words were listed.

5. **Grammatical Structures** - These structures are listed for the teacher as a suggestion for incorporation into the learning activities. Whether or not a teacher chooses to emphasize the acquisition of the structure or the learning of the structure depends upon the students' learning styles, backgrounds, proficiency levels, and goal of the course.

6. **Interchanges** - These are examples of spoken conversations or excerpts of conversations. The Core Interchange is the basic conversation which the teacher can adapt to accommodate the special characteristics of the learners and situations. To the right of the Core Interchange can be found several examples of adaptations for specific companies. These interchanges can be used for constructing listening exercises or developing dialogs and role-plays for language production.

7. **Specific Company Materials** - These are actual materials from the worksites which have been used for literacy practice. They are intended as samples - teachers should base their lessons upon actual materials taken from the learners' own workplaces.

Student Evaluation

The project evaluates students in two ways: 1) on an ongoing basis using A Key Competency List and 2) at the end of the class using a final Achievement Test.

Ongoing assessment is needed to keep track of student achievement of key competencies covered during the course. Each teacher identifies those competencies which are the most important for the class based upon employer and learner input. Approximately one week after a

key competency has been taught, the teacher measures the students' performance and indicates the rating. Should the learner be unable to successfully perform the competency, the instructor can re-teach the competency and re-evaluate the performance.

For each course, the teacher designs an Achievement Test. This assessment measures the degree to which a learner has mastered the key competencies. The learner's performance indicated whether the student has successful completed the course and is ready for another course or whether the learner is best served by repeating the course.

CORE WORKPLACE LITERACY COMPETENCIES

Job Performance

1. Identify products.
2. Describe production process.
3. Follow instructions to carry out a simple task.
4. Respond appropriately to supervisor's comments about the quality of work on the job, including mistakes, working too slowly, and incomplete work.
5. Request the supervisor to check the work.
6. Report completion of the task to the supervisor.
7. Fill out a production form to indicate work done.
8. Request supplies.
9. Ask where an object is located.
10. Follow and give simple oral directions to locate an object or place.
11. State a problem and ask for help as necessary.
12. Respond to inquiry as to nature of the current task; state amount and type of work already completed.
13. Identify substandard products and identify the reasons.

Clarification/Verification

1. Clearly state that something has been/has not been understood.
2. Repeat to verify that something has been understood.
3. Ask someone to repeat more slowly or to repeat something.

Work Schedule/Time Sheet/Paychecks

1. Read and fill out time sheets.
2. Read gross pay, net pay and deductions on paychecks.
3. Report errors on paycheck or piecework form.
4. Respond to request to work a particular shift or schedule.

Safety

1. Read basic safety signs.
2. Fill out an accident report form.

General Work Related

1. Give appropriate reason for absence or tardiness in person or on the phone.
2. Orally or in writing, request permission to take time off or to leave early or to change a work schedule.
3. Read a job announcement.
4. Orally or in writing, apply for a job promotion or transfer.

Social Language

1. Initiate and respond to greetings and farewells.
2. Ask and answer simple questions about personal background and family.
3. Ask and answer simple questions about daily activities, weekly routines, and weekend activities.

General Company

1. Read a job description.
2. Read a production ticket.
3. Read a production form.
4. Read a memo.

INSTRUCTIONAL UNITS

INSTRUCTIONAL UNIT

Competency: JP 1 - Identify Products.

Situations: Workers name the products that the company produces.

Materials: Company catalog, company products.

Vocabulary: Company products.

Grammatical Structures: Present tense.

CORE INTERCHANGE:

Worker 1: "At the _____ (company's name) we produce _____." (company's products)

COMPANY-SPECIFIC INTERCHANGE:

Example 1: Worker - Denoyer Geppert
"At Denoyer Geppert we produce human anatomy models, science kits and science charts."

Example 2: Worker - Magid
"At Magid, we make gloves and disposeable clothing for workers."

Example 3: Integrity Uniforms - Worker.
"At Integrity, we make uniforms for restaurant and hotel employees."

INSTRUCTIONAL UNIT

Competency: JP 2 - Describe the production process.

Situations: Workers describe the production process and the role their department plays.

Materials: Company production flow chart, slides of shop floor.

Vocabulary: Company production terms, names of : departments, tools, job categories.

Grammatical Structures: Present tense.

CORE INTERCHANGE:

Worker: "In the production of _____
the first step is _____.
Then _____.

COMPANY-SPECIFIC INTERCHANGE:

Worker - Denoyer Geppert
"In the production of anatomical molds the first step is making the molds. The oven operators make the molds. they cook them in the oven. After they're finished, the operators trim the excess plastic, etc. The painters paint the molds after the molds dry, the packer packs them and prepares them for shipping to our customers."

INSTRUCTIONAL UNIT

Competency: JP 3 - Follow instructions to carry out a simple task.

Situations: A supervisor tells workers to perform a task.

Materials: Products the company manufactures.

Vocabulary: Location of supplies. Directions: "next to, behind, across from."

Grammatical Structures: Prepositions of location. Simple imperative.

CORE INTERCHANGE:

Supervisor: "___ ___ ___."
Worker: "OK"

Supervisor: "Bring me _____.
They're _____
_____."
Worker: "OK"

COMPANY-SPECIFIC INTERCHANGE:

Example 1: Scraper - Denoyer Geppert
Supervisor: "Sand these kidneys."
Worker: "OK"

Example 2: Sprayer - Denoyer Geppert.
Superviseor: "Bring me 5 screws. They're on the shelf in the spraying room."
Worker: "OK"

INSTRUCTIONAL UNIT

Competency: JP 4 - Respond appropriately to supervisor's comments about mistakes, under production or incomplete production.

Situations: (a) A supervisor praises a worker for his good work. (b) A supervisor points out a worker's mistake. (c) A supervisor criticizes a worker for being too slow.

Materials: Realia's company products. *Speaking Up At Work* pp. 83-84.

Vocabulary: "Good job, missed, should have done, would have thrown out, work faster, more careful, you've only completed."

Grammatical Structures: Past tense. Present perfect.

CORE INTERCHANGE:

Supervisor: "You've done a good job _____, _____."
Worker: "Thank you, _____."

Supervisor: "You've missed the _____."
Worker: "I'll try to be more careful in the future."

Supervisor: "Look, _____, you've only completed _____. Today you've got to work faster."
Worker: "Ok, ___, I'll work faster."

COMPANY-SPECIFIC INTERCHANGE:

Example 1: Sewing Operator - Integrity Uniforms
Maria: "You've done a good job with the sleeves, Olga."
Olga: "Thank you, Maria."

Example 2: Sewing Operator - Integrity Uniforms
Maria: "See, you've missed the logo for this jacket."
Olga: "I'll try to be more careful in the future."

Example 3: Sewing Operator - Integrity Uniforms
Rebrka: "Look, Jung, you've only completed 5 vests."
Jung: "OK, Rebeka, I'll work faster."

INSTRUCTIONAL UNIT

Competency: JP 5 - Request the supervisor to check the work.

Situations: A new employee asks a supervisor to check his work.

Materials: Realia - company products.

Vocabulary: "How does it look, sloppy, OK, not good enough, take your time."

Grammatical Structures: Questions.

CORE INTERCHANGE:

Worker: "Is this _____ OK?"
Supervisor: "Yes, you're doing a good job."

COMPANY-SPECIFIC INTERCHANGE:

Example 1: Painter - Denoyer-Geppert
Worker: "Is this heart OK so far?"
Supervisor: "Yes, you're doing a good job."

Example 2: Packer - Denoyer-Geppert
Worker: "How does this package look?"
Supervisor: "It looks a little sloppy. Do it again, but take your time and do it right."

INSTRUCTIONAL UNIT

Competency: JP 6 - Report completion of a task to a supervisor.

Situations: A worker tells his supervisor he finished a job.

Materials: Realia - company products, tools.

Vocabulary: "Finished, done, check, right, wrong."

Grammatical Structures: Modals - could (request), can.

CORE INTERCHANGE:

Worker: "Barbara, _____."
Barbara: "I'll check it. If it's OK, you can _____."

COMPANY-SPECIFIC INTERCHANGE:

Painter - Denoyer-Geppert
Loot: "Barbara, I finished painting the heart."
Barbara: "I'll check it. If it's OK, you can start with the eye."

INSTRUCTIONAL UNIT

Competency: JP7 - Fill out a production form to indicate work done.

Situations: Employees complete production forms to indicate work completed and the amount of time required to complete the work.

Materials: Blank production forms.

Vocabulary: Product numbers; time; quality; date.

Literacy Focus: Add quantities of hours and minutes; read sight words on production sheet; fill in blanks on the form; read column headings on the form.

COMPANY-SPECIFIC MATERIALS

PRODUCTION ORDER AND TIME STUDY

Number:_____ Date Issued: _____
Product Number: _____
Quantity: _____

Date	Time Worked in Minutes
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
	Total = _____

INSTRUCTIONAL UNIT

Competency: JP 8 - Request Supplies.

Situations: (a) Worker borrows tools from co-worker. (b) Worker runs out of materials and requests more.

Materials: Realia, *Speaking Up At Work* - pp. 47-49, 98-100.

Vocabulary: Tools, materials; "I'm out of, May I borrow."

Grammatical Structures: Polite requests with "may", "can".

CORE INTERCHANGE:

Worker: "Can I borrow your _____?"
Co-Workr: "Sure, here it is."

COMPANY-SPECIFIC INTERCHANGE:

Example 1: Sewing Machine Operator - Magid Somsy: "Can I borrow your scissors? I can't find mine."
Maria: "Sure, here they are."

Example 2: Scraper - Denoyer-Geppert
Maria: "I need sandpaper."
Supervisor: "How many pieces?"
Maria: "Two, please."
Supervisor: "Here you are."

INSTRUCTIONAL UNIT

Competency: JP 9 - Ask where an object is located.

Situations: (a) A worker asks where supplies are located. (b) A worker asks where safety clothing is located.

Materials: Safety clothing, *Speaking Up At Work* pp. 21, 27-30, company products.

Vocabulary: "Left/right/top/middle/bottom, second, fourth from the bottom, shelf, drawer."

Grammatical Structures: Prepositions of location.

CORE INTERCHANGE:

Worker: "Excuse me. I need _____."
Supervisor: "They're _____"

COMPANY-SPECIFIC INTERCHANGE:

Example 1: Denoyer-Geppert - Painter
Ha: "Excuse me. I need a paint brush. Where is one?"
Supervisor: "They're in the supply cabinet."

Example 2: Sewing Operator - Integrity
Nohemy: "Excuse me. I need a bundle of sewing material. Where is it?"
Mana: "They're in the basket."

INSTRUCTIONAL UNIT

Competency: JP 10 - Follow and give simple oral directions to locate an object or place.

Situations: (a) A supervisor tells a new worker where to find a tool. (b) A worker instructs a co-worker how to get to a nearby store for miscellaneous items.

Materials: Floor plan of the company, *Speaking Up At Work*, pp. 20-30.

Vocabulary: Directions; "left, right, downstairs, go through the end of, farther," etc.

Grammatical Structures: Imperative.

CORE INTERCHANGE:

Worker: "I need a _____."
Supervisor: "John, go _____.
_____
_____
Worker: "OK. I understand."

COMPANY-SPECIFIC INTERCHANGE:

Example 1: Integrity Uniforms - Sewing Operator
Luz: "I need a thread."
Supervisor: "Luz, go straight down the hall. Ask the lady on the right for the thread."
Luz: "OK. I understand."

Example 2: Presser - Integrity Uniforms
Guadalupe: "I need a vacation form."
Olga: "You can ask Florence at the office."
Guadalupe: "Where is it?"
Olga: "Take the stairs, go down on the first floor. The door on your right is Florence's office."

INSTRUCTIONAL UNIT

Competency: JP 11 - State a problem and ask for help as necessary.

Situations: An employee reports a malfunctioning machine to his supervisor.

Materials: Slides or photos of employees.

Vocabulary: Machine names; tool names; "there is, there are".

Grammatical Structures: Questions; present tense, 3rd person singular phrase, affirmative & negative.

CORE INTERCHANGE:
Employee: "Excuse me. I have a problem."
Supervisor: "What's the problem?"
Employee: "_____."

Supervisor: "I'll call maintenance and tell them."

COMPANY-SPECIFIC INTERCHANGE:
Magid - Sewing Machine Operator
Employee: "Excuse me, Carmen, there is a problem with my sewing machine."
Supervisor: "What's wrong?"
Employee: "I don't know, it just won't move."
Supervisor: "OK, I'll take a look at it."

INSTRUCTIONAL UNIT

Competency: JP 12 - Respond to an inquiry as to the nature of a current task; state amount of work already completed.

Situations: Supervisor asks an employee how much of a certain task he has completed.

Materials: Slides or photos of employees at machine.

Vocabulary: "How is it going? How much have you completed? How much more do you have to complete?"

Grammatical Structures: Past tense, present perfect, future.

CORE INTERCHANGE:

Supervisor: "How is the job going?"
Employee: "_____."

COMPANY-SPECIFIC INTERCHANGE:

Example 1: Integrity - Sewing Machine Operator
Floor Manager: "Maria, how many pieces do you have left to finish in that bundle?"
Maria: "I've finished 6, I have 6 more left to sew."
Floor Manager: "OK, but hurry up. That's a rush job.

Example 2: Integrity - Sewing Machine Operator
Supervisor: "How much work have you done?"
Employee: "I'll be finished with this batch in 30 minutes."

INSTRUCTIONAL UNIT

Competency: JP 13 - Identify substandard products and identify the reasons.

Situations: Employee shows a substandard product to the supervisor and explains the problem.

Materials: Good products, substandard products.

Vocabulary: "There is/there are;" company specific/terms describing problems; "bubbles, dents, holes, ripped, etc."

Grammatical Structures: Adjectives and nouns describing imperfections

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CORE INTERCHANGE:

Employee: "John, something is wrong with the _____."
Supervisor: "What's the problem?"
Employee: "They're _____."
Supervisor: "OK."

COMPANY-SPECIFIC INTERCHANGE:

Magid - Glove Turners
Hector: "George, these 4 gloves have holes in the forge."
George: "OK, give them to me. I'll give them to Susana to sew again."

INSTRUCTIONAL UNIT

Competency: CV1 - Clearly state that something has been/has not been understood.

Situations: A supervisor explains a new procedure to an employee who verifies comprehension.

Materials: *Speaking Up At Work* pp. 6-9
Your First Job pp. 15-16, pp. 43

Vocabulary: "Get it, got it, I don't understand".

Grammatical Structures: Modal verb: Could (polite request), imperatives

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CORE INTERCHANGE:

Supervisor: _____, "do you understand?"
Employee: "Yes I understand."

Supervisor: _____, "did you get that?"
Employee: "I'm sorry, I don't understand."

COMPANY-SPECIFIC INTERCHANGE:

Example 1: Magid - Shipping & Receiving Clerk
Louis: "Leobardo, load that truck half full."
Do you understand?
Leobardo: "OK, no problem. Half full."

Example 2: Magid - Sewing Machine Operator
Supervisor: "Take these gloves over to Carmen.
Did you get that?"
Maria: "No, I didn't."

INSTRUCTIONAL UNIT

Competency: CV2 - Repeat to verify that something has been understood.

Situations: (a) A supervisor gives instructions how to do something. The worker repeats the instructions to indicate comprehension. (b) A supervisor gives a work order with number of units to be produced. The worker repeats number.

Materials: Company product, tools, etc; *Your First Job* pp. 16.

Vocabulary: Vocabulary associated with various tasks in company.

Grammatical Structures: Simple imperative.

CORE INTERCHANGE:

Supervisor: "Janice, _____ _____."
Worker: "_____. Yes, I see, I understand."

COMPANY-SPECIFIC INTERCHANGE:

Example 1: Oven Operator - Denoyer Geppert
Supervisor: "Justano, cut all of this excess plastic on on the molds."
Justano: "Cut away excess plastic. Yes, I see. I understand."

INSTRUCTIONAL UNIT

Competency: CV3 - Ask someone to repeat more slowly or to repeat.

Situations: A supervisor give instructions to an employee too quickly for the employee to understand.

Materials: *Speaking Up At Work* pp. 10

Vocabulary: "Repeat, slowly, please"

Grammatical Structures: Simple imperative request with "could", "would."

CORE INTERCHANGE:

Supervisor: " Can you _____."

Employee: "Excuse me. Please repeat that more slowly. I didn't understand."
Supervisor: "_____ I want you to _____."

COMPANY-SPECIFIC INTERCHANGE:

Magid Glove Company
Carmen: "Julie, can you sew thumbs? Lydia is sick today and we're backed up."
Julia: "Excuse me. Please repeat. I didn't understand everything."
Carmen: Julia, I want you to sew thumbs."

INSTRUCTIONAL UNIT

Competency: WTP1 - Read and fill out time sheets

Situations: A worker reads and checks his time card for the time and date he wrote on it.

Materials: Company's Time Card/Sheet, *Speaking Up At Work* pp. 35-37.

Vocabulary: Days of the week, date, name, signature, total hours, pay period, time expression: once a week, every 2 weeks, every week, every day.

Literacy Focus: Read numbers, times, dates. Write dates, times & signatures.

COMPANY-SPECIFIC MATERIAL:

Denoyer-Geppert Science Co.

Employee_____
For Week Ending_____

DAY	DATE	TIME-IN	TIME-OUT	DAILY TOTAL
MON	___	_____	_____	_____
TUE	___	_____	_____	_____
WED	___	_____	_____	_____
THUR	___	_____	_____	_____
FRI	___	_____	_____	_____

WEEKLY TOTAL = _____

Employee Signature_____

INSTRUCTIONAL UNIT

Competency: WTP2 - Read gross pay, net pay and deductions on paychecks.

Situations: A worker reads her paycheck to determine what her take-home pay is and how much was deducted.

Materials: Company's paycheck, *Speaking Up At Work* pp. 50-56.

Vocabulary: "Regular hour, overtime, earning, gross pay, net pay, guarantee pay."

Literacy Focus: Read money, dates, times.

COMPANY-SPECIFIC MATERIAL:

Payroll check stub- Integrity Uniform Company

037148								03/03/90	03/09/90
TYPE	HOURS	CURRENT	--	TYPE	CURRENT	--	TYPE	CURRENT	--
Regular	40.00	225.22	1360.11	Federal	26.10	152.67	HEALTH INS	10.39	93.51
Over-Time	5.00	11.25	15.75	FICA	17.83	121.87	WAGE ASSN		
Vacation			74.64	State	6.43	42.01	LOANS		
Off-Std		9.39	119.69	Local 1			DENTAL	2.06	18.54
Make-Up			134.80	Local 2			USA ONE		60.00
							LIFE INS	5.21	46.89
							LOAN		
Adjustment									
TOTALS	45.00	246.06	1704.99		50.40	316.55		17.66	218.94
NET PAY		178.00	1189.30						

INSTRUCTIONAL UNIT

Competency: WTP3 - Report errors on paycheck or piecework form.

Situations: An employee points out an error on his paycheck to his supervisor.

Materials: Paycheck from company with identifying name or number erased.

Vocabulary: Net pay; gross pay; deductions; YTD-year to date; to figure something out.

Grammatical Structures: Present tense, past tense.

CORE INTERCHANGE:

Employee: "I have a problem with my paycheck. "_____ _____."
Supervisor: "Oh, I see."

COMPANY-SPECIFIC INTERCHANGE:

Sewer - Magid Glove Company
Isabel: "Carmen, I have a problem with my paycheck. I know I earned more money last week."
Carmen: "Well, let's look over your tickets and figure it out."

INSTRUCTIONAL UNIT

Competency: WTP4 - Respond to request to work a particular shift or schedule.

Situations: (a) A supervisor asks the worker to work overtime. (b) A worker was notified by the supervisor to change shift.

Materials: Calendar, work schedule chart, *Speaking Up At Work* pp. 112-117, *A New Start* pp. 63-65.

Vocabulary: Days of the week, shift, time/expression "from ___ to ___."

Grammatical Structures: WH Questions, Time expressions.

CORE INTERCHANGE:

Supervisor: "Anne, can you work overtime on _____"?
Worker: "How long do you need me to work?
Supervisor: "For____."
Worker: "_____? Yes."

COMPANY-SPECIFIC INTERCHANGE:

Example 1: Scraper - Denoyer Geppert
Mr. Lee: "Can you work overtime tomorrow?"
Maria: "How long do you need me to work?"
Mr. Lee: "For 2 hours."
Maria: "OK. 2 hours."

Example 2: Worker - Integrity
Supervisor: "John, we are changing your schedule from 7am to 3pm."
Worker: "From 7am to 3pm?"
Supervisor: "Is that OK?"
Worker: "Yes, that's fine."

INSTRUCTIONAL UNIT

Competency: S1 - Read basic safety signs.

Situations: Employees read safety signs in the plant and on machines.

Materials: Photos or slides of safety signs.

Vocabulary: No smoking, caution, ear protection necessary.

Literacy Focus: Read signs and warnings.

COMPANY-SPECIFIC MATERIALS

MAGID - SAFETY SIGNS
No smoking, matches or open lights.
Danger.
Fire escape.
To operate use upright and pull pin.
(instructions to operate fire extinguisher.)

INSTRUCTIONAL UNIT

Competency: S2 - Fill out an accident report form.

Situations: A supervisor must fill out an accident report form for any injury sustained by an employee working on the job.

Materials: Sample report forms.

Vocabulary:

Literacy Focus: Fill in the form; write simple declarative sentences describing the accident.

COMPANY-SPECIFIC MATERIALS

SUPERVISOR'S ACCIDENT REPORT

1. Name of injured employee_____ Clock No._____
2. Job title_____ Department_____
3. Date of accident_____ Time_____
4. Date accident reported_____
5. To whom was accident reported initially_____
6. Specific location where accident occured_____
7. State what employee was doing when injured_____
   _____
8. Describe in detail how accident occurred_____
   _____
9. Describe injury to employee_____
   _____
10. Was injury caused by employee's failure to observe safety regulations or by committing an unsafe act? Yes ( ) No ( )
    if yes explain_____
    _____

INSTRUCTIONAL UNIT

Competency: GWR1 - Give appropriate reason for absence or tardiness in person or on the phone.

Situations: A worker wakes up sick with the flu and calls his supervisor.

Materials: Telephone, visuals of illness, *Speaking Up At Work*, pp. 15-19.

Vocabulary: Illness, reasons for being late, reasons for absence.

Grammatical Structures: Present tense.

CORE INTERCHANGE:

John: "Hello, may I speak with _____?
Supervisor: "Smith speaking."
John: "Mr. Smith, this is ___. I won't be in today."
Supervisor: "What's the problem?"
John: "_____."
Supervisor: "That's too bad. When will you be back?"
John: "_____."

COMPANY-SPECIFIC INTERCHANGE:

Scraper - Denoyer-Geppert
Maria: "Hello, may I speak with Mr. Lee?"
Secretary: "One moment."
Mr. Lee: "Lee speaking."
Maria: "Mr. Lee, this is Maria. I won't be in today."
Mr. Lee: "What's the problem?"
Maria: "I have a terrible cough and fever."
Mr. Lee: "That's too bad. When will you be back?"
Maria: " Tomorrow."

INSTRUCTIONAL UNIT

Competency: GWR2 - Orally or in writing request permission to take time off or to leave early or to change a work schedule.

Situations: A worker approaches/talks to his supervisor to take time off/leave early.

Materials: *Speaking Up At Work* pp. 142-145.

Vocabulary: Reasons for leaving early, "take time off", family members.

Grammatical Structures: Polite requests with "may" and "can."

CORE INTERCHANGE:

Worker: "Can _____?"
Supervisor: "Why?"
Worker: I have to _____
_____."
Supervisor: "OK."

COMPANY-SPECIFIC INTERCHANGE:

Sewing Operator - Integrity Uniforms
Manuela: "Can I come in late tomorrow?"
Sonia: "Why?"
Manuela: "I have to see my son's teacher."
Supervisor: "OK."

INSTRUCTIONAL UNIT

Competency: GWR3 - Read a job announcement.

Situations: An employee seeks a job within his company that pays more.

Materials: Sample job postings.

Vocabulary: Job categories.

Literacy Focus: Read job postings. Read abbreviations.

COMPANY-SPECIFIC MATERIALS

Sewing Machine Repairman - Magid Glove Company

Job Opening:	Sewing Machine Repairman
Hours:	7:00 a.m.-4:00 p.m.
Pay:	$5.50/hour start.
Benefits:	Paid sick days, holidays & vacation. Medical Insurance.
Skills Required:	Must be able to repair all makes of Singer Industrial sewing machines; Bilingual in Spanish a plus. Will consider a recent graduate of technical/trade schools.
Contact:	Nancy Penia, Director of Personnel.

INSTRUCTIONAL UNIT

Competency: GWR4 - Apply for a job promotion or transfer orally or in writing.

Situations: A worker approaches Personnel Manager for a job transfer.

Materials: Company request for transfer form, a letter.

Vocabulary: Job titles, reasons for transfer.

Grammatical Structures:

CORE INTERCHANGE:

Worker: "I would like to request a transfer."
Manager: "Why?"
Worker: "_____."
Manager: "I'll check on that and get back to you later."

COMPANY-SPECIFIC INTERCHANGE:

Oven Operator - Denoyer-Geppert
Rodelfo: "I would like to request for a transfer.
Manager "Why?"
Rodelfo: "The heat from the oven is bad for my health."
Manager: "I'll check with the Warehouse Supervisor and get back to you soon.

INSTRUCTIONAL UNIT

Competency: SL1 - Initiate and respond to greetings and farwells.

Situations:
A) An employee greets his co-workers at the beginning of the shift.
B) An employee meets other company personnel throughout the day.
C) An employee leaves at the end of the shift.

Materials: *Speaking Up at Work* pp. 1-5.

Vocabulary: Greetings, farewells, titles.

Grammatical Structures:

CORE INTERCHANGE:

Example 1: A.M.-Beginning of Shift
Employee 1: "Good morning, (name)____."
Employee 2: "Good morning, (name)____."

Example 2:
Employee: "Hello (president of company) ___."
Co. President: "Hi (employee) _____."

Example 3:
Employee 1: "Bye (name) _____, see you tomorrow.
Employee 2: "Bye (name) _____, have a good evening."

COMPANY-SPECIFIC INTERCHANGE:

Example 1: Sewing Machine Operator - Magid
Maria: "Good morning, Lupe."
Lupe: "Good morning, Maria."

Example 2: Scraper - Denoyer-Geppert
Souphone: "Hello Mr. Gilbert."
Mr. Gilbert: "Hi, Souphone."

Example 3: Shipping & Receiving - Magid
Manuel: "Bye, Carlos, see you tomorrow."
Carlos: "Good night, Manuel."

INSTRUCTIONAL UNIT

Competency: SL2 - Ask and answer simple questions about personal background and family.

Situations: A veteran employee inquires about a new employee's personal background.

Materials: *Speaking Up At Work* pp. 38-40.
Survival English pp. 65-79.
A New Start pp. 130-131.
Adult Survival English pp. 14-18.

Vocabulary: Family members, country of origin.

Grammatical Structures: Simple present, simple past, wh questions, present perfect, expressions of time.

CORE INTERCHANGE:

Employee 1: "Where are you from?"
Employee 2: "I'm from _____. What about you?"
Employee 1: "I'm from _____. I've been here for _____."

COMPANY-SPECIFIC INTERCHANGE:

Example 1: Machine operators - Bretford
Luigi: "Where are you from?"
Hector: "I'm from El Salvador.
Where are you from?"
Luigi: "Italy. I came to this country 9 years ago."

INSTRUCTIONAL UNIT

Competency: SL3 - Ask and answer simple questions about daily activities, weekly routines and weekend activities.

Situations: Two employees talk to each other during break on Monday

Materials: *Speaking Up At Work* pp. 120-122.
New Start pp. 113-114.
Basic Adult Survival Skills pp. 22-25

Vocabulary: Great, bad, boring, ok, wonderful, went, took, saw, watched, etc.

Grammatical Structures: Adjectives, simple past tense.

CORE INTERCHANGE:

Employee 1: "(name)_____, how was your weekend? Did you do anything special?"
Employee 2: "_____
_____
_____?"

COMPANY-SPECIFIC INTERCHANGE:

Machine Operators - Bretford
Luigi: "Carlos, how was your weekend? Did you and your wife go anywhere?"
Carlos: "No, we stayed home. It was a quiet weekend. How was your weekend, Luigi?"

INSTRUCTIONAL UNIT

Competency: GC1 - Read a job description.

Situations: An employee reads a job description in a training manual.

Materials: Job descriptions from personnel.

Vocabulary: Simple present.

Literacy Focus: Read job tasks.

COMPANY-SPECIFIC MATERIALS

DENNOYER-GEPPERT

Job: Model Painter

Paints anatomical models for use in science classes. Must be able to paint within small areas without error. Must be able to paint specific number of models within an hour. Must be good with hands, detail-oriented, and patient.

INSTRUCTIONAL UNIT

Competency: GC2 - Read a production ticket.

Situations: A worker reads a production ticket to perform a task.

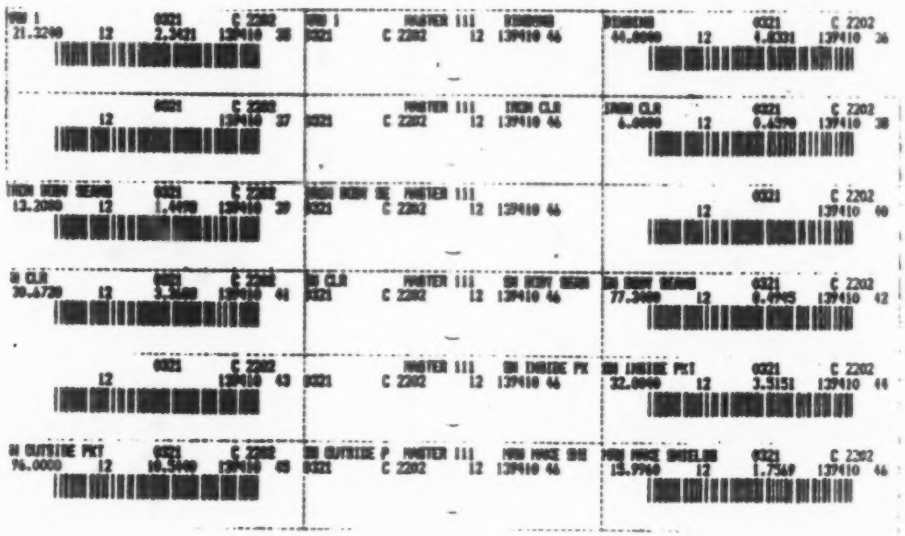
Materials: Company's production ticket.

Vocabulary: Sight words on the ticket: trim, cut, iron collar, etc.

Literacy Focus: Read numbers, money, sight words.

COMPANY-SPECIFIC MATERIAL

Production Ticket - Integrity Uniform Company



INSTRUCTIONAL UNIT

Competency: GC3 - Read a production form.

Situations: An oven operator reads a production form to make a mold.

Materials: Company production form, Realia of Tools.

Vocabulary: Company color, plastic, weight, ounce.

Literacy Focus: Read column headings, numbers and codes, time.

COMPANY-SPECIFIC MATERIAL

Denoyer-Geppert

OVEN OPERATOR'S SPECIFICATION LIST

MOLD ID #	HARD OR SOFT	COLOR	WEIGHT IN OUNCES	DESCRIPTION	# OF PARTS OUT	PART #'S IN MOLD
706-49	S	F	9	LEFT LUNG	1	706-49
706-50A	S	F	4	HEART FRONT	1	706-50A
706-50B	S	F	6	HEART BACK	1	706-50B
706-51	S	B	6	LIVER	1	706-51
706-52A	S	F	5	STOMACH FRONT	1	706-52A
706-52B	S	F	4	STOMACH BACK	1	706-52B
706-54A	S	F	23	BIG PART,2-PT INTESTINE	1	706-54B
706-54B	S	F	10	SMALL PART,2-PT INTESTINE	1	706-54A
706-57	S	F	3	PECTORAL MUSCLE	1	706-57

INSTRUCTIONAL UNIT

Competency: GC4 - Read a memo

Situations: Employees receive a memo informing them of their new piecework rates.

Materials: Company memos.

Vocabulary: "To, from, date, regarding, specific company terms."

Literacy Focus: Read sentences and paragraphs.

COMPANY-SPECIFIC LITERACY:

MAGID INTER-DEPARTMENTAL MEMO

CLOCK # _____ DATE: July 3, 1989

FROM: YOUR SUPERVISOR SUBJECT: 90% OF QUARTERLY AVERAGE

Quarterly average: $_____

Effective week ending July 1, 1989, your new quarterly guarantee will be $_____. This amount is 90% of your last quarterly average earnings.

Your guarantee will be recalculated the 1st week of October 1989, based on your average of the second quarter of this year.

APPENDICES:

A. Sample Competency Checklist

B. Sample Achievement Test

PROJECT WORKPLACE LITERACY PARTNERS IN CHICAGO
Northwest Educational Cooperative/Travelers' & Immigrants Aid

END OF COURSE SUMMARY

Name: _____

Site: Integrity Uniform Co.

Course: Sewing Machine Operator

Instructor: M.L. Lynch

Dates: Jan. 29-Mar.29 1990

Language Proficiency Level At Time of Entry:

Beginning (SPL 0; SPL I; SPL II)
High Beginning (SPL III; SPL IV)
Intermediate (SPL V; SPL VI)
Advanced (SPL VII+)
Native Speaker of English

The student at the end of the course:	Cannot perform		Performs adequately	Performs well	
1. Identify sewing machine parts and hand-held tools.	0	1	2	3	4
2. Read piecework tickets.	0	1	2	3	4
3. Identify garments produced on site.	0	1	2	3	4
4. Describe production process at Integrity.	0	1	2	3	4
5. Calculate piecework earnings on daily and weekly basis, determine weekly guarantee.	0	1	2	3	4

COMMENTS:

PRE/POST TEST
JOB SPECIFIC - SEWING MACHINE OPERATOR-B
INTEGRITY UNIFORM COMPANY

Student's Name	Class
Date	Instructor

1. Student states the following information:
(One point for each infrmation stated correctly.)

   a. Name _____
   b. Clock Number _____
   c. Department Number _____
   d. Supervisor's Name _____

2. Examiner hands production ticket to student. Student points to or identifies the following:
(One point for each item identified.)

   a. Ticket Number _____
   b. Number of pieces in a bundle _____
   c. SAMS (Standard Allowed Minutes) _____
   d. Money _____

3. Examiner displays sewing materials in front of the student. Student names the item as examiner points. (One point for each item identified).

   a. Zipper _____
   b. Elastic _____
   c. Thread _____
   d. Money _____
   e. Laundry label _____
   f. Size label _____
   g. Bundle _____

4. Examiner gives to student a copy of the paycheck. Student responds to the following questions:

   a. What's the total pay? _____
   b. What's the net pay? _____
   c. What's the total hours? _____
   d. How much was taken for FICA? _____
   e. What's the overtime pay? _____

TOTAL POINTS:

#-1	=	4
#-2	=	4
#-3	=	7
#-4	=	5
TOTAL:		20

END

U.S. Dept. of Education

Office of Education
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ERIC

Date Filmed

March 29, 1991